

# guidance **INDEX**

Vol. XIV, No. 7 | December, 1951

## Help Children Discover the Wonderful World of Literature AND IMPROVE THEIR READING SKILLS

with the new

### **SRA BETTER READING BOOK 1** (for those who read at grade 5-6 or better)

#### *Introducing them to:*

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Mark Twain's *Tom*  
Stevenson's *Jim Hawkins*  
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and to tales of high adventure . . .  
humor . . . suspense



#### *Teaching them to read faster and better with articles*

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- .... followed by an objective comprehension test

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grade 7-8 level or better

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**SCIENCE RESEARCH ASSOCIATES 57 West Grand Avenue Chicago 10, Illinois**

### **New SRA Guidance Publications**

*Better Living Booklet, When Children Start Dating* by Edith G. Neisser, Associate Editor on Parent Volumes of *Childcraft*. (See review item No. 5)

*Junior Life Adjustment Booklet, Exploring Atomic Energy* by John Lewellen, author of *You and Atomic Energy* and *You and Space Travel*. (See review item No. 35)

*Life Adjustment Booklet, Our World of Work* by Seymour L. Wolfbein, Chief of the Division of Manpower and Productivity, and Harold Goldstein, Chief of the Occupational Outlook Branch, both agencies of the Bureau of Labor Statistics, U. S. Department of Labor. (See review item No. 38)

### **Directions For Use**

The **Guidance Index**, published monthly during the school year, lists the best current material in guidance and its related fields. The items are divided into two main groups. The first is material for the counselor, teacher, and administrator; the second, for the student.

The title of the publication appears first, followed by the name of the author. The address from which it may be ordered is in brackets. This is followed by the date of publication, number of pages, and the price. An asterisk (\*) denotes material especially suitable for the elementary schools.

All vocational information is classified according to the SRA Occupational Filing Plan. This aids the reader in finding the material wanted, and in filing it when it has been obtained. Every effort is made to list as many free and inexpensive (50 cents or less) publications as possible. In this issue of the *Guidance Index* you will find:

59 items covering 38 subjects of which 24 are free or inexpensive.

#### **Note**

The material must be ordered direct from the issuing source. Orders for SRA materials accompanied by cash are sent postage prepaid. Orders to be charged will have a slight postage and insurance fee.

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# COUNSELOR for the TEACHER, and ADMINISTRATOR

Items listed in this category give information on guidance and related fields: child development, personal adjustment, education, and vocational guidance.

## Adolescence

1. **Frustration in Adolescent Youth, Its Development and Implications for the School Program.** David Segel. Bulletin 1951, No. 1, Federal Security Agency, Office of Education. [U. S. Govt. Print. Off., Washington 25, D. C.] 1951. 65 pp. 25c.

This bulletin sets forth a framework of the growth and development of youth based on varied sources of information concerning their needs and characteristics. It outlines principals governing the behavior of adolescents, showing how frustration is caused by interference with orderly growth and development and how it may be prevented through the educational program. It also outlines some of the implications for the school program in identifying and rehabilitating frustrated individuals. This bulletin will be useful in determining the needs of the school program and in maintaining the life adjustment emphases in education.

2. **\*Living with Teeners.** Grace Sloan Overton. [Broadman Press, 127 Ninth Ave., N., Nashville 6, Tenn.] 1950. 85 pp. \$1.25.

Written to help parents understand their growing up children, this book discusses the problems and tensions which often arise between parents and children during this transition period. The author points out practical, constructive ways of dealing with the adolescents' problems, and describes physical, emotional, social, and spiritual factors in a teen-ager's life that parents can understand. The problems of early-teeners, mid-teeners, and late-teeners, at home and away from home, are considered.

## Audio-Visual Education

3. **Educators Guide to Free Films.** Compiled and edited by Mary Foley Horkheimer and John W. Diffor. [Educators Progress Service, Randolph, Wis.] 1951. 462 pp. \$6.00.

A complete, up-to-date descriptive bibliography of audio-visual education materials that are available for use without cost. This edition contains descriptions of 2,121 films, giving information on the number of reels, date of release, running time, whether sound or silent, names and addresses of distributors, and limitations of distribution for each. The materials are classified so that teachers in a variety of fields may find subjects suitable for their use. The use of different colors to identify the various sections of the book, help to make this an easy-to-use reference.

## Child Guidance

4. **\*Consider the Children—How They Grow.** Elizabeth M. Manwell and Sophia L. Fahs. Rev. ed. [The Beacon Press, 25 Beacon St., Boston 8, Mass.] 1951. 201 pp. \$2.50.

This book is primarily concerned with the emotional and psychological development of children during the first five years of life. Particular emphasis is placed on the responsibility of parents in providing experiences to help children build sound attitudes which form the basis for their adult personalities. Detailed suggestions are included to help. Considerable attention is also given to the religious phase of the child's growth and its relation to his total development.

5. **When Children Start Dating.** Edith G. Neisser. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1951. 48 pp. 40c. Quantity discounts.

This booklet was written to give parents and teachers insight into the problems that arise from boy-girl relationships. What do these relationships mean in terms of a child's total development pattern? What are the stages children go through in learning to love others? How important is dating and what does it mean to teen-agers? Should we discourage the widespread practice of "going steady"? And what can we do about promiscuity? These questions are fully discussed in the author's lively, easy-to-read style. In addition, Mrs. Neisser suggests many ways to help boys and girls form wholesome relationships with one another and effective techniques for helping young people solve their dating problems.

6. **\*Television and Our Children.** Robert Louis Shayon. [Longmans, Green & Co., 55 Fifth Ave., New York 3.] 1951. 94 pp. \$1.50.

Of interest to parents and teachers, this book presents a clear analysis of television as an educational problem and discusses its influence upon children. The author considers some of the reasons for television's hold upon children, and shows how this fascination may be controlled by parents. He also discusses the use of television by schools and the effect educational programs may have on all television programs.

7. **\*Understanding Your Son's Adolescence.** J. Roswell Gallagher. [Little, Brown & Co., 34 Beacon St., Boston 6, Mass.] 1951. 212 pp. \$3.00.

This book was written to help parents and others who deal with adolescent boys understand some of the problems attendant to the growing-up process. The author, experienced in dealing with adolescent boys, explains such problems as: how to take care of a boy's health; how to develop in him a sense of responsibility; how to cope with emotional security and sex; what to look out for and what not to worry about. He also considers such factors as shyness, overweight, underweight, fears, over-dependency, and others which cause concern for parents.

### **Child Psychology**

8. **\*Child Psychology.** Horace B. English. [Henry Holt and Co., 257 Fourth Ave., New York 10.] 1951. 561 pp. \$4.50.

This book was prepared as a text for prospective teachers and students of child psy-

chology. It presents a practical approach to the study of child psychology, showing the relationship of theory to actual practice. Major emphasis is placed on the study of children in classroom situations and the problems with which teachers deal. The book considers the physical, emotional, intellectual, social, and personality development of children and the many ways in which they differ, showing how teachers can adjust their teaching activities to suit the whole group.

### **Counseling**

9. **Point the Way—Nine Steps in Counseling.** Laurene Bamber. [American Red Cross Vocational Counseling Service, 3414 Lindell Blvd., St. Louis 3, Mo.] 1951. 39 pp. \$1.00.

This handbook for counselors was reviewed in the September, 1951 issue of the *Guidance Index*. It was then incorrectly listed as being available free of charge. The price quoted above corrects the original listing.

### **Curriculum**

10. **Developing the Core Curriculum.** Roland C. Faunce and Nelson L. Bossing. [Prentice-Hall, 70 Fifth Ave., New York 11.] 1951. 311 pp. \$3.75.

In this book the authors give the definition and underlying basis of the core curriculum and discuss its implementation within the school, the community, and the classroom. Their material, based on information and suggestions from many sources, will be of value to administrators who wish to introduce the core curriculum into their schools and to teachers who are interested in providing learning experiences for their pupils to meet the needs of a democratic society. Particular emphasis is given to the role of the teacher, the administrator, and the community in developing an effective core program. Considerable attention is also given to teacher-pupil planning, the use of resources, evaluation, and the step-by-step development of a core program.

11. **\*The Teacher and Curriculum Planning.** Harold Spears. [Prentice-Hall, 70 Fifth Ave., New York 11.] 1951. 163 pp. \$1.50.

Using his own cartoons to illustrate various points, the author presents an organized

guide to curriculum planning. The book is divided into four parts: the first discusses the meaning of the curriculum; the second treats the foundations of the curriculum; the third develops the principles governing the actual school organization; and the fourth is concerned with the operation of the curriculum. Throughout the book the major point of emphasis is the teacher. These principles of curriculum planning may be used on both the elementary and secondary school levels.

### Education

**12. Developing Life Adjustment Education in a Local School.** Howard H. Cummings and Others. Circ. No. 253, revised. [Federal Security Agency, Office of Education, Washington 25, D. C.] 1951. 24 pp. Free.

This bulletin has been prepared to help local school communities develop programs to meet better the life needs of pupils. It sets forth five basic questions which should be answered if schools wish to know where they stand in providing education for life adjustment and what must be improved. Practical suggestions are also included for teachers, administrators, and community leaders that will help the school provide educational experiences which have meaning and purpose for all pupils. This bulletin will be helpful in planning, operating, and evaluating life adjustment education programs.

### Elementary Education

**13. \*Developing World-Minded Children: Resources for Elementary School Teachers.** [Leonard S. Kenworthy, Brooklyn College, Brooklyn 10, N. Y.] 1951. 36 pp. 30c. Quantity discounts.

A booklet for elementary school teachers which lists materials for classroom study dealing with other lands and peoples. Included are lists of books, booklets, and articles for teachers; books for boys and girls; and numerous other materials such as games, plays, maps, films, and recordings, that are prepared to aid in developing world-mindedness and international understanding in pupils of elementary school age. Suggestions for teachers on selecting and using the materials are also included.

**14. \*Elementary School Administration and Supervision.** Willard S. Elsbree and Harold J. McNally. [American Book Co., 55 Fifth Ave., New York 3.] 1951. 457 pp. \$4.50.

This book was written to provide an overall view of the kinds of problems faced by elementary school principals and administrators, and to outline methods, policies, and procedures which should be developed for the improvement of the elementary school. The topics discussed are grouped into seven major sections which include: The Principalship; Organizing for Teaching and Learning; Administering Pupil Personnel; Administering Special Services; Management of School Buildings, Supplies, and Equipment; Integrating School and Community Life; and Instructional Improvement and Teacher Growth in Service.

### Family Life

**15. Brothers and Sisters.** Edith G. Neisser. [Harper & Bros., 49 E. 33rd St., New York 16.] 1951. 241 pp. \$3.00.

Parents and teachers will find this book a valuable guide to ways of handling the important and perplexing problems growing out of brother-sister rivalry. The author, a well-known writer on child-rearing problems, discusses brother-sister antagonism at home, at school, in the earliest years, and in adolescence in a sound, sympathetic, and easy-to-understand manner. The situations and incidents with which she illustrates techniques for handling inter-family frictions are those which commonly occur in real life.

### Family Life

**16. Children in the Family: Rivals and Friends.** Edith G. Neisser. [Bureau of Publications, Teachers College, Columbia Univ., New York 27.] 1951. 60 pp. 60c.

This booklet considers the contradictory feelings of children in the same family in their relationship to one another. It is written to help parents and teachers handle better the stresses and strains that brothers and sisters meet as they live together. The author emphasizes the importance of early relationships, since the feelings built up in childhood may be carried over into adult



life. She considers the feelings of resentment that may arise over the new baby and the feelings of jealousy of older brothers or sisters. She also shows how children at the same time may express pride in the accomplishments of their older sisters or brothers and try to imitate them. Suggested ways of coping with problems created by rivalry and jealousy in the home and in school are given.

### 17. **Parents Are People.** M.

Jerry Weiss. [Director of Guidance, Div. of Educational and Vocational Guidance, Board of Education, 110 Livingston St., Brooklyn 2, N. Y.] 1951. 16 pp. 50c.

Should parents have a life of their own apart from their children? How much responsibility should adolescent boys and girls assume for the care of younger brothers and sisters? How much self responsibility should a nine-year old be expected to possess? What are the results of overprotection? These and other questions are raised in this play designed to promote group discussion on problems of bringing up children. Requiring a cast of seven and very little stage equipment, this script may be easily produced by parents' and other groups interested in guidance, mental hygiene, or child development.

## **Mental Hygiene**

18. **Adventure in Mental Health.** Henry S. Maas. [Columbia University Press, 2960 Broadway, New York 27.] 1951. 334 pp. \$4.50.

This book describes psychiatric social work with the armed forces in the last war, how the agencies were set up in the various branches and how the methods used varied according to degree, rather than kind. It also describes how the regular social worker is trained to adapt her work to this type of service and how research is endeavoring to include more preventive treatment. This book is better suited to the professional worker in sociology or psychology than the average layman.

19. **Understanding Fear in Ourselves and Others.** Bonaro W. Overstreet. [Harper & Bros., 49 E. 33rd St., New York 16.] 1951. 246 pp. \$3.00.

This book deals with the unconscious fears that come from emotional insecurity in the

individual, rather than with those fears that are natural responses to danger. The author describes these fears and explains how they can distort an individual's responses to other persons. She also traces them from their origin in childhood and adolescence, showing how fears can prevent a mature approach to adult responsibilities. The book will be of value to the average layman and professional workers in overcoming their fears and in helping them to understand themselves and others with whom they come in contact.

## **Personality**

20. **\*Personality Characteristics of Bright and Dull Children.** Georgia Frances Lightfoot. [Bureau of Publications, Teachers College, Columbia Univ., New York 27.] 1951. 136 pp. \$2.35.

This book is the report of an investigation to discover if personality differences existed between bright and dull children, and what traits were characteristic of the two groups. The methods used in making the study, its findings, and ways in which they may be used in promoting better educational practice are included.

## **Psychology**

21. **An Introduction to Modern Psychology.** O. L. Zangwill. [The Philosophical Library, 15 E. 40th St., New York 16.] 1950. 227 pp. \$3.75.

This book presents a discussion of the origins of modern psychology and its development as a biological science. The author considers the recent advances in knowledge of the nervous system which have bearing on mental life, and gives an account of modern experimental work on the problems of appetite, instinct, and emotion in their biological aspects. Attention is also given to modern conceptions of intelligence, to techniques of intelligence testing, to the role of constitutional factors in personality growth, and to trends in present-day psychology as they relate to future outlook.

## **Reading**

22. **Reading and Vocabulary Development.** Christian Oliver Weber. [Prentice-Hall, 70 Fifth Ave., New York 11.] 1951. 159 pp. \$2.00.

This manual is designed to improve reading efficiency by developing the basic skills involved in reading. It was prepared to meet the needs of senior high school pupils and college freshmen in helping them increase both reading rate and comprehension. The manual includes a series of ten sets of reading exercises for improving basic reading functions, and a series of twenty word-study projects involving the mastery of hundreds of carefully selected words. Specific directions for using each part of the manual are given for both student and reading supervisor.

### **School-Community Relations**

**23. School - Community Relations.** William A. Yeager. [The Dryden Press, 31 W. 54th St., New York 19.] 1951. 464 pp. \$4.75.

A detailed discussion of ways in which the school administrator can cooperate with the home, the church, the recreation centers, and all other educational influences of the community to develop a coordinated program of education for all children. The methods described are directed toward the achievement of an educational situation which embraces the social as well as mental development of boys and girls. Throughout the book emphasis is placed upon education as a cooperative process with the responsibility for leadership on the public school. This book should be of interest to public-school officials, parents, teachers, and community leaders.

### **Secondary Education**

**24. Developing Discussion in School and Community.** [Junior Town Meeting League, 400 S. Front St., Columbus 15, Ohio.] 1951. 32 pp. Single copies, free.

This booklet considers such topics as: the importance of discussion in American life; planning a discussion program; the types of groups appropriate for discussion activity; the factors that condition discussion; and discussion leaders and their training. It is the report of a workshop to study the problems involved in setting up a discussion program. The workshop personnel consisted of leaders and specialists in education from different parts of the country, whose ideas and suggestions will be of help to teachers, administrators, and citizens groups interested in the problem of youth discussions.

**25. High School Education.** Lester D. Crow and Alice Crow. [The Odyssey Press, 101 Fifth Ave., New York 3.] 1951. 533 pp. \$3.75.

A comprehensive discussion of all aspects of the high school—its history, present character, and probable future. The authors emphasize the functions of the high school as related to the characteristics and needs, the lower-school background, the post-high-school educational or vocational plans of adolescents, and the demands of society upon them. Considerable attention is given to the responsibilities of teachers, administrators, and the community in the development of young people. The book includes a subject-matter index and an author index for easy reference.

**26. Offerings and Enrollments in High-School Subjects.** Chap. 5, Biennial Survey of Education in the United States 1948-50. Federal Security Agency, Office of Education. [U. S. Govt. Print. Off., Washington 25, D. C.] 1951. 118 pp. 30c.

This booklet provides information concerning the subjects offered in public high schools; the number of pupils taking each subject; and the trends in subject enrollments as compared with what they were fifteen years ago. The data is presented by means of statistical tables, listing the types of secondary schools—regular, junior high, junior-senior, and undivided—by states, and showing the number of pupils enrolled in each subject offered by the various schools.

**27. Vitalizing Secondary Education.** Bulletin 1951, No. 3, Federal Security Agency, Office of Education. [U. S. Govt. Print. Off., Washington 25, D. C.] 1951. 106 pp. 30c.

This bulletin tells what life adjustment education is, its purposes, and its relation to the origin, development, and major goals of the secondary education program. Statistics giving the number and characteristics of youth attending high school, covering the past sixty years, are included to show the progress schools are making toward serving all youth and to show what needs to be done to achieve this goal. Activities of the National Commission on Life Adjustment Education for Youth and its constituent organizations, publications sponsored by the Commission, information



on what state and local life adjustment programs are doing, and future plans are also included.

### **Social Service Organizations**

**28. Service Directory of National Organizations.** [Natl. Social Welfare Assembly, 1790 Broadway, New York 19.] 1951. 98 pp. \$1.25.

This directory contains a listing of the national organizations that are affiliated and associated with the National Social Welfare Assembly. It gives information on the purposes of each organization, the kinds of services rendered, and the channels through which the services may be obtained by local communities. The directory also includes tables showing the regional territorial assignments, the addresses of the base offices, and the names of the consultants for all organizations having regional branches.

### **Speech**

**29. Speech Therapy with Children.** Ollie Backus and Jane Beasley. [Houghton Mifflin Co., 2 Park St., Boston 7, Mass.] 1951. 441 pp. \$3.00.

In this book the authors describe the theories and practices of speech therapy showing the significance of the group and of the interpersonal relationship between the therapist and the child. They describe various procedures and explain the theory underlying them. The book is divided into two parts: Part I presents a theoretical structure for speech therapy, indicating how theory can be applied to the solution of problems. Part II is a series of illustrative lessons for meeting the needs of children with various kinds of speech disorders, in which the authors indicate through notations the particular theories being applied.

**30. Teaching Speech in the Secondary School.** Karl F. Robinson. [Longmans, Green and Co., 55 Fifth Ave., New York 3.] 1951. 438 pp. \$4.00.

This book has been prepared for the use of teachers-in-service and prospective teachers who are interested in directing the speech activities of high school pupils. Emphasis is placed on the various factors affecting speech instruction, teaching methods, and materials for use. Considerable attention is

also given to the problems of organization and the direction of individual and group speech work. Much of the material in the book is based upon the experience of the author and the procedures he recommends have been successfully used in many types of secondary school speech situations.

### **Student Personnel Services**

**31. Improving School Holding Power—Some Research Proposals.** Circular No. 291. Federal Security Agency, Office of Education. [U.S. Govt. Print. Off., Washington 25, D. C.] 1951. 86 pp. 40c.

This bulletin contains the report of the conference to clarify and refine research proposals for schools in large cities leading to improved holding power and pupil adjustment. Of major importance is the report on the cooperative development of uniform accounting procedures for reporting school drop-outs. These procedures will be helpful in revealing the extent of the drop-out problem and in providing bases for determining remedial measures. Included also are descriptions of practices which are believed to contribute to improved holding power in the public schools, and which have been tried in the various school systems of the conference participants.

**32. \*Pupil Personnel Services in Elementary and Secondary Schools.** Circ. No. 325, Federal Security Agency, Office of Education. [U. S. Govt. Print. Off., Washington 25, D. C.] 1951. 14 pp. 15c.

This circular is the report of a conference concerning organized personnel services in elementary and secondary schools. It explains the meaning of these services and describes the areas, functions, and personnel which pertain to pupil personnel services. The areas of services described include: child accounting and attendance; orientation; counseling services; clinical services; individual analysis; health services; and home-community-school services. Workers responsible for each area of service are indicated.

### **Tests and Scales**

**33. \*Using Readiness Test Results.** Gertrude Hildreth. Test Service Notebook No. 10. [Div. of Test

Research and Service, World Book Co., Yonkers 5, N. Y.] 1950. 4 pp. Free. Limited supply.

A discussion of the value of readiness tests and how they may be used by first-grade teachers in determining the abilities and limitations of individual pupils and in providing the proper environment and training to suit their needs. Several different types of readiness tests are described and information is given on how to select a suitable test to use for a particular purpose. How to use readiness tests, how to understand the results and apply them, how to supplement readiness tests are also considered.

### **Vocational Education**

#### **34. Suggested Standards for Automotive Service Instruction**

for the **STUDENT**

Items listed in this category are divided into two groups: Life Adjustment Material, which gives information about social, personal, and school problems; and Vocational Material, which gives information about occupations.

### **LIFE ADJUSTMENT MATERIALS**

#### **Atomic Information**

35. **Exploring Atomic Energy.** John Lewellen. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1951. 40 pp. 40c. Quantity discounts.

Atomic energy will play an important part in the life of every boy and girl growing up in this "atomic age." In a clear and simple way, this booklet describes how—and what—a group of upper elementary grade boys and girls learned about atomic energy. Attractively illustrated with more than twenty helpful diagrams and sketches, it carefully answers such questions as: Just what is atomic energy? What does an atom look like? What happens inside an atomic bomb? What is the atomic furnace? What are some of the wonderful peacetime possibilities of atomic energy? Can the atomic bomb be controlled? *Exploring Atomic Energy*, the fourth booklet in the series of Junior Life Adjustment Booklets, will be

in **Public Schools.** Prep. by the Automotive Industry — Vocational Education Conference in cooperation with the Community Relations Dept. of the Ford Motor Co. [AI-VE Conference, 320 New Center Bldg., Detroit 2, Mich.] 1951. 60 pp. Free.

This report was prepared to serve as a guide to teachers and school administrators in planning programs of automobile mechanics instruction in public vocational and technical schools. It contains the recommendations of the conference concerning the procedures and standards necessary for successful instruction. The material included covers students selection, opportunities in the automobile service industry, the automotive curriculum, supplies and equipment, shop rooms and buildings, and teacher training programs. Information is also included on summer institutes for teacher training.

helpful to teachers of upper elementary and junior high school pupils who are looking for simple, non-technical material which explains atomic energy in terms boys and girls can understand.

#### **Leisure**

36. **\*The Junior Citizen Series: Recreation and Leisure.** William Clark Trow and Others. [McGraw-Hill Book Co., 330 W. 42nd St., New York 18.] 1951. 72 pp. 80c.

A workbook that will be useful as classroom instructional material in education for leisure time. It was prepared as an aid to discovering and stimulating interests which pupils will enjoy in their leisure time. This is done by having pupils write and talk about games, hobbies, movies, music, books, and other leisure-time activities in which they are interested and which they enjoy. Helpful suggestions for the teacher on the use of this book are included.

## Marriage

37. **The Fellowship of Marriage.** William L. Ludlow. [Christopher Publishing House, 1140 Columbus Ave., Boston 20, Mass.] 1951. 128 pp. \$2.00.

This book is concerned with marriage in its relationship to world-status, rather than with marriage mores alone. Discussing such factors as family income, health, common interests, intermarriage, and others, it deals with each as a problem to be considered objectively as applying to a particular individual, rather than a group. World economic changes are described as affecting not only the economic status, but the whole marriage interrelationship. The book stresses the constant cultivation of marital adjustment as any other part of life adjustment.

## Occupational Information

38. **Our World of Work.** Seymour L. Wolfbein and Harold Goldstein. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1951. 48 pp. 40c. Quantity discounts.

The world of work is of interest and importance to all of us, and particularly to the young people who have yet to enter the ranks of full-time wage earners. In order to make realistic plans for their future careers, teen-agers should have an over-all picture of what our work force is like today and of the various trends that forecast its future. For example, predictions are that in 1975, when today's young people will be in the middle of their working lives, there will be a civilian working force of 90 million people. This booklet, which was prepared by the Chief of the Division of Manpower and Productivity and the Chief of the Occupational Outlook Branch, both agencies of the Bureau of Labor Statistics, U. S. Department of Labor, tells the story of the working world today. It discusses how the world of work has changed in the past 50 years, what industries employ our 60 million civilian workers today, interesting facts about workers in the major occupational fields, and other data about the rapidly growing world of work. The booklet should be of value to all school people concerned with the guidance of youth.

## Orientation

39. **\*The Junior Citizen Series: Getting Acquainted with Your**

**School.** William Clark Trow and Others. 2nd ed. [McGraw-Hill Book Co., 330 W. 42nd St., New York 18.] 1951. 69 pp. 80c.

This book has been planned specifically to aid pupils in making the transition from the elementary school to the secondary school. The first lessons the book contains give suggestions for teacher-controlled situations in which pupils have opportunity to participate. Others contain material for group organization with increasing pupil participation and responsibility and with the teacher as consultant. The plans and suggested activities are designed to aid in pupil satisfaction and orientation and in developing desirable social habits and attitudes. References are given which will supply teachers with material that will be of help in group discussions, and which may be assigned to pupils in connection with special lessons.

## Social and Personal Adjustment

40. **Ways to Improve Your Personality.** Virginia Bailard and Ruth Strang. [McGraw-Hill Book Co., 330 W. 42nd St., New York 18.] 1951. 249 pp. \$2.40.

Written by two authorities who have worked closely with teen-age boys and girls this book discusses many of the common problems they face at home, in school, and in their social life. The authors present these problems from the viewpoint of young people and give specific suggestions on how they may develop desirable personalities through meeting everyday situations. Real cases of teen-age boys and girls are described, with emphasis on the action taken by them to solve their particular problems. Self-rating scales are given at the end of each chapter so that individual progress may be determined. The book is illustrated throughout with lively, informative drawings, and lists of books and visual aids are given at the end.

## Vocational Guidance

41. **\*The Junior Citizen Series: Looking Toward a Vocation.** William Clark Trow and Others. 2nd ed. [McGraw-Hill Book Co., 330 W. 42nd St., New York 18.] 1951. 64 pp. 80c.

One of a series of books for home-room and group guidance. In workbook format, it is intended to help make junior high school

pupils aware of the relationship between their present activities and their future work life. Through written work, activities, and discussions, students will find the answers to many questions concerning vocational choice, and will discover the kind of work in which they are most interested. Suggestions are also included that will be helpful to the teacher in making effective use of the lessons and in providing basic vocational guidance for junior high school boys and girls.

**42. Look at Your Career.** [Sales Dept., University of Nebraska Press, Architectural Hall, Lincoln 8, Neb.] 1951. 191 pp. \$1.00.

This guide has been prepared for high school seniors to acquaint them with university life—the courses students take and the careers for which those courses prepare. It includes an outline of the major fields of study, telling what each field is, what is necessary for success in it, the careers to which study in it lead, and the nature of each career. Descriptions of occupations and areas of studies are also included. Although primarily based on the program at the University of Nebraska, the information in this guide will be of benefit also to students planning to attend other colleges and universities.

**43. Nancy Gets a Job.** Helen Laird. [The World Publishing Co., 2231 W. 110th St., Cleveland 2, Ohio.] 1951. 224 pp. \$2.00.

## VOCATIONAL INFORMATION

### **Banking, Brokerage, and Finance**

**45. Opportunities in Finance.** Sam Shulsky. [Vocational Guidance Manuals, 45 W. 45th St., New York 19.] 1951. 110 pp. \$1.00.

This booklet contains detailed information on how to succeed in a career in banking, brokerage, investment banking, or investment counseling. It describes the general personal attributes and educational requirements necessary to enter the field, and suggests methods of getting started. The author also gives complete facts on each specialized phase of the finance business and its related fields. A list of accredited colleges and uni-

A practical and informative book about the problems a career girl encounters in her job and ways in which she may solve them. Presented in the form of an entertaining story, the book follows a young woman on her first job, describing her problems, disappointments, and triumphs. It will provide the job-hunter with a view of what the world of work is like and how to meet successfully many of the situations she will face. Such factors as how to look for a job, office behavior, how a working girl should live, promotions, relationships with fellow workers, and others that are important to the career girl are discussed.

**44. There is a Right Job for Every Woman.** Anne Heywood. [Doubleday & Co., Garden City, N. Y.] 1951. 192 pp. \$2.50.

Written by an experienced job consultant, this book covers almost every problem that might confront women in business. It will be of value to individuals desiring to change jobs, to those who wish to improve their present job status, and to those who are seeking their first jobs. The author gives detailed discussions of such topics as: the right way and the wrong way to get a job; how to prepare job fact sheets and job interview letters; how to analyze past experience in terms of the job you want. Anecdotes and case histories illustrating many aspects of her discussions make the book readable and informative. A Basic Interests Test and a Housewives Career Guide designed to help determine general fields of interest are also included.

versities offering degrees in business administration is also included.

### **Clerical Work**

**46. The Successful Secretary.** Sybil Lee Gilmore. [The Dartnell Corp., 4660 Ravenswood Ave., Chicago 40.] 1951. 60 pp. 40c.

Young women planning secretarial careers, as well as beginning and experienced secretaries or stenographers, will find this booklet of value. It describes the requirements of a good secretary—personal and educational—and gives a chart for self-examination or appraisal. The booklet also contains

specific suggestions and instructions, covering such factors as letter writing, grammar, punctuation, spelling, speech, capitalization, abbreviation, telephone manners, dictation, handling the mail, and others that are part of the secretary's daily work.

### **Dramatic Entertainment**

47. **Prima Ballerina.** Gladys Malvern. [Julius Messner, 8 W. 40th St., New York 18.] 1951. 179 pp. \$2.50.

This story of a young woman's adventures as a ballet dancer will provide interesting and informative reading for girls of high school age who desire to become dancers. It describes the disappointments and the triumphs of a ballet dancer and follows her behind the scenes of a ballet company on tour. The book tells what it takes to be a successful ballerina, the hours of practice, hard work, and other requirements that are necessary before reaching stardom.

### **Education**

48. **Elementary and Secondary School Principalships—Chief Advancement Opportunity for Public School Teachers.** [U. S. Dept. of Labor, Bureau of Labor Statistics, Washington 25, D. C.] 1951. 11 pp. Free. Limited supply.

Opportunities for elementary and secondary school teachers to advance to principalship positions are described in this report. It considers the employment opportunities for principals in elementary and secondary schools, describes the qualifications necessary, their duties and responsibilities, working conditions, and salaries. Suggestions are included concerning the best methods of entering the profession. This report contains information on the work of both supervising principals and teaching principals.

49. **Employment Opportunities for Counselors in Secondary and Elementary Schools.** [U. S. Dept. of Labor, Bureau of Labor Statistics, Washington 25, D. C.] 1951. 8 pp. Free. Limited supply.

This report describes the nature of the work of counselors in secondary and elementary schools, and some of the problems with which they are concerned. It gives informa-

tion on the personal attributes and educational training necessary for a counseling position, and tells what is required for certification. The salaries of counselors, the future employment outlook and its relationship to the outlook for regular classroom teachers are also considered.

50. **Future Teachers of America.** 11th Yearbook. [Nat'l. Education Assn., 1201 Sixteenth St., N. W., Washington 6, D. C.] 1951. 292 pp. \$1.00.

This yearbook carries a record of the various Future Teachers of America chapters and clubs throughout the United States. It gives the officers, sponsors, and membership for each club listed, and reports on the projects and activities for both high school and college chapters. It also contains information on the FTA program and other professional material that will interest prospective teachers.

51. **The School Counselor: His Work and Training.** Donald E. Kitch and William H. McCreary. Vol. XX, Bulletin No. 7. [Bureau of Textbooks and Publications, State Dept. of Education, Sacramento 14, Calif.] 1951. 44 pp. 40c.

This bulletin describes the role of the school counselor in the public school program, and the type of training necessary for the work. It gives information covering the conditions under which the counselor works, the general functions and specific activities he is expected to perform, and the experiences and educational training which will contribute toward his effective job performance. The bulletin will be of value to school administrators in employing counselors; to teachers interested in counseling work; to colleges and universities responsible for counselor training programs; and to counselors themselves.

### **Health**

52. **Careers in Mental Health.** PHS Publication No. 23. [U. S. Govt. Print. Off., Washington 25, D. C.] 1951. 20 pp. 15c. Single copies, free from the Nat'l. Inst. of Mental Health, Bethesda 14, Md.

This pamphlet covers the four different phases of the mental health field—psychia-

try, psychiatric nursing, clinical psychology, and psychiatric social work. It was reviewed in the September, 1951 issue of the *Guidance Index*, and the number incorrectly given as No. 24. The number given above corrects the previous listing.

### **Personnel Work**

#### **53. Employment Opportunities for Student Personnel Workers in Colleges and Universities.**

[U. S. Dept. of Labor, Bureau of Labor Statistics, Washington 25, D. C.] 1951. 26 pp. Free. Limited supply.

Job opportunities for positions as student personnel workers in colleges and universities are described in this report. It considers the different types of educational personnel workers—registrars and admissions officers, deans of men and women, placement officers, counselors—and discusses the varied duties which each perform. Information is also included on the employment opportunities in each field, the personal qualifications and training necessary for success, and the future outlook. Salary ranges based on student enrollment and suggestions for entering the field are also given.

### **Printing and Publishing**

#### **54. Careers in Publishing and Printing.** Juvenal L. Angel. [Modern Vocational Trends, 28 E. Jackson Blvd., Chicago 4.] 1951. 15 pp. 50c.

A vocational guide giving information on the job opportunities available in the publishing and printing fields. It describes the duties, responsibilities, and working conditions for each job, the training necessary for success in it, the average salary, and the present employment opportunities. The occupations described include: editor, book designer, publicity and promotion head, proofreader, typesetter, linotype operator, photoengraver, bookbinder, and many others. Information on aptitude tests that will be useful in printing and publishing is also given.

### **Religious Work**

#### **55. Vocational Opportunities in Christian Education.** Robert R. Powell. [Interboard Committee on

Christian Vocations, P. O. Box 871, Nashville 2, Tenn.] 1951. 28 pp. 20c.

Job opportunities in christian education work, covering the full-time vocations, are described in this booklet. It gives a detailed description of the job of local church director of christian education, and brief sketches of jobs such as: director of children's or youth work, church school work, college or university campus work, and work in the missions or field work. Information on the qualifications and preparation necessary for the jobs, salaries, training opportunities, and suggestions for entering the field are also included.

### **Science**

#### **56. Good Job Outlook Seen for the Natural Sciences Next Few Years.** [B'nai B'rith Vocational Service Bureau, 1424 Sixteenth St., N.W., Washington 6, D. C.] 1951. 6 pp. 20c. Reprinted from *The Career News*, June, 1951.

A discussion of the long-range employment opportunities for persons interested in the physical sciences. The report covers the three major fields of specialization—the physical sciences, the biological sciences, and the earth sciences. Information is given on the functions of scientists and the types of activities in which they usually engage. Training requirements, personal qualifications, sources of employment, opportunities for women, earnings, and working conditions are also covered.

### **Social Science**

#### **57. The Roles of the Sociologist.** Wellman J. Warner. Bulletin of the Amer. Sociological Society, Sept., 1951. [Amer. Sociological Society, New York Univ., Washington Sq., New York 3.] 1951. 15 pp. \$1.00 for quantities of ten copies.

An analysis of the membership of the American Sociological Society with reference to the kinds of non-teaching occupations which sociologists enter. This bulletin contains a great deal of general occupational information that will be of interest to students who may be considering sociology as a career field. The occupational distribution of non-academic members and some of the specific occupations in which they are engaged are listed.



## Social Service

58. **The Outlook for Women in Social Group Work.** Bulletin No. 235-7, Women's Bureau, U. S. Dept. of Labor. [U.S. Govt. Print. Off., Washington 25, D. C.] 1951. 41 pp. 20c.

Employment opportunities for women in the area of social group work are described in this bulletin. It tells what social group work consists of and discusses the changes and trends which have taken place in employment. The booklet also covers the duties and working conditions of social group workers, their training, earnings, and advancement opportunities, the supply and demand of workers, and the typical places of employment. The appendix lists the requirements for membership in the professional organizations and the schools of social work which offer specialized programs in social group work.

59. **The Outlook for Women in Social Work Administration, Teaching, and Research.** Bulletin No. 235-6, Women's Bureau, U. S. Dept. of Labor. [U.S. Govt. Print. Off., Washington 25, D. C.] 1951. 83 pp. 25c.

This bulletin describes the employment outlook for women in the specialized areas of administration, teaching, and research within the field of social work. It is concerned primarily with the changes and trends which have taken place in the profession, the current and future needs. The supply and demand of workers, the training requirements, earnings, working conditions, and opportunities for advancement are described for each area. The requirements for various positions in the federal government, and schools offering degrees in social work are given in the appendix.

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F. W. BOND  
Business Manager

Sworn to and subscribed before me this 27th day of September, 1951.

HYPATIA SABANAS  
Notary Public  
(My commission expires Sept. 21, 1953)